

ideas for applying TAQIBPs

Trans-Affirming Queer Inquiry-Based Pedagogies

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Starting Points

1 CREATE EXPECTATIONS OF RESPECT

SYLLABUS
FIRST DAY

2 SIGNAL INCLUSIVITY

SAFE ZONE CERTIFICATION
OFFICE/CLASSROOM SIGNS
SIGNATURE LINE OF EMAILS

3 INVITE PRONOUN * SHARING

PRIVATE
VOLUNTARY

Display name.

Please make sure your first and last name are listed in your display name. Use the name you go by (i.e. How you would like us in this class to refer to you), whether or not it matches the legal name I might have been given by the university. Feel free to add your pronouns as well (i.e. il, elle, iel, øl, etc.), if you'd like to/feel comfortable doing so. Feel free to reach out to me over email if you have any concerns or if you'd like support in navigating how to best represent yourself in French.

ALLIÉ.E

JOURNÉE INTERNATIONALE
CONTRE L'HOMOPHOBIE
ET LA TRANSPHOBIE
homophobie.org

Going Further

Greetings.

In a text you see:

Bonjour, monsieur. Bonjour, madame.
Bonjour M. --. Bonjour, Mme --.

Invite reflection:

Bonjour, (monsieur.) Bonjour, (madame.)
Bonjour, (M. --) Bonjour, (Mme --)

Add the missing information:

Bonjour, madame.
Bonjour, Mx. --.

In a text you see:

les articles indéfinis et définis

Un and une are indefinite articles, like a/an in English. Un is used with masculine singular nouns, and une with feminine singular nouns.

un homme
une femme

Invite reflection: Why is a window or a table "feminine" and a marker or a notebook "masculine"?

A man and a keyboard are both members of a so-called "masculine" class. Yet, one of these memberships is considered arbitrary and the other is made to seem as though it is not.

Work with students to lay bare normativities and make clear that:

**Grammatical & social gender are related but separate systems.*

4 call out upend, & resist normativities

What is the status quo?
Why is it so?
What maintains it?
Who benefits?
Who is disadvantaged?
Who is marginalized?
What alternatives exist?
How is language involved?

5 engage in

CRITICAL CLOSE READING & DISCUSSION.

Of the textbook...
Of multimedia...
Of all language encountered.

6 BRINGING QUEER & TRANS KNOWLEDGES TO BEAR

This is about so much more than partners and pronouns

Open up ways of knowing
ways of languaging
ways of being

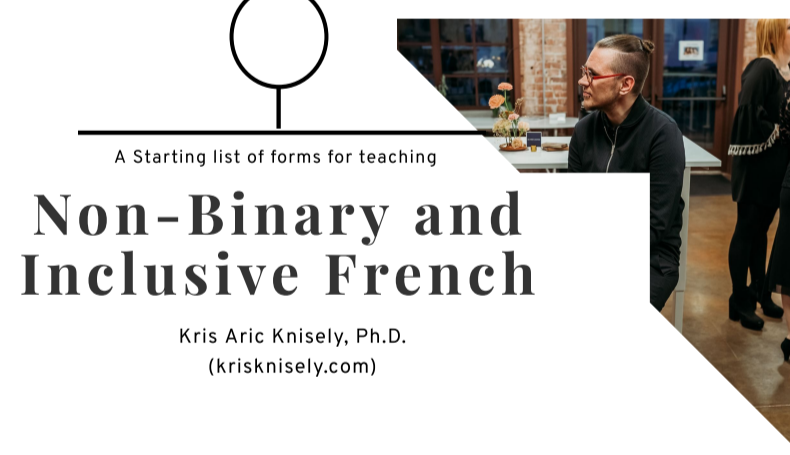
7 TIE QUEER & TRANS CONTENT TO LANGUAGE LEARNING GOALS.

Start with language data.
Teach toward a plurality
of possibilities.

Assignment & Assessment Headers.

Name: _____
Course/Section: _____
Pronouns:* _____
Agreements:* _____

*This is an invitation to temporarily pin down the grammatical structures you are using in this specific assignment/assessment so that I may provide relevant, assumption-free linguistic feedback.



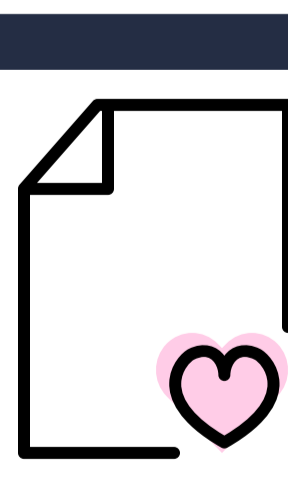
Ultimately

The ways in which gender can be made relevant to language classrooms are as

LIMITLESS

as the ways in which gender inflects the lives, cultures, and languages of those to whom and about whom we teach.

Knisely, 2021, "Starter Kit"



This infographic was adapted from the following publications and does not include all possible information about TAQIBPs and their applications. For complete citations and more, please see:

- Knisely, K. (2022). A Starter Kit for Rethinking Trans Representation and Inclusion in French L2 Classrooms. In N. Meyer & E. Hoft-March (Eds.) *Teaching Diversity and Inclusion: Examples from a French-Speaking Classroom*. Routledge. 22-33.
- Knisely, K. (2022) Teaching trans Inclusion and Queer expansive possibilities in an intermediate French course. In S. Bouamer & L Bourdeau (Eds.) *Diversity and Decolonization in French Studies: New Approaches to Teaching*. Palgrave Macmillan. 165-180. <https://rdcu.be/cKCP37>

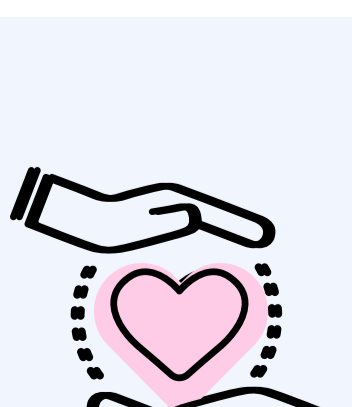
*Notes

*The transphobic qualifier *preferred* should not be used. The pronouns and an individual uses are the only acceptable way to refer to them and not a matter of preference. Please also note the use of *invite* here: Private invitations, rather than public demands should be used. See the above publications as well as krisknisely.com/resources-for-educators for more details.

**TAQIBPs, by definition, entail a broad swathe of approaches that are diverse in their principle, aims, strategies, and applications. They must necessarily be adapted to be locally relevant. Those presented herein represent a starting list of possibilities. This variation is discussed at length in Knisely & Paiz (2021). The following may also support the elaboration and adaptation to specific contexts:

- Knisely, K. (2020). Le français non-binaire: Linguistic forms used by non-binary speakers of French. *Foreign Language Annals*. 53(4). 850-876. doi: 10.1111/flan.12500
- Knisely, K. and Paiz, J.M. (2021) Bringing Trans, Non-binary, and Queer Understandings to Bear in Language Education. *Critical Multilingualism Studies*. 9(1). <https://cms.arizona.edu/index.php/multilingual/article/view/237>

***For more on my approach to language education as well as additional recommended readings, please see my publications, presentations, and other resources at krisknisely.com



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